

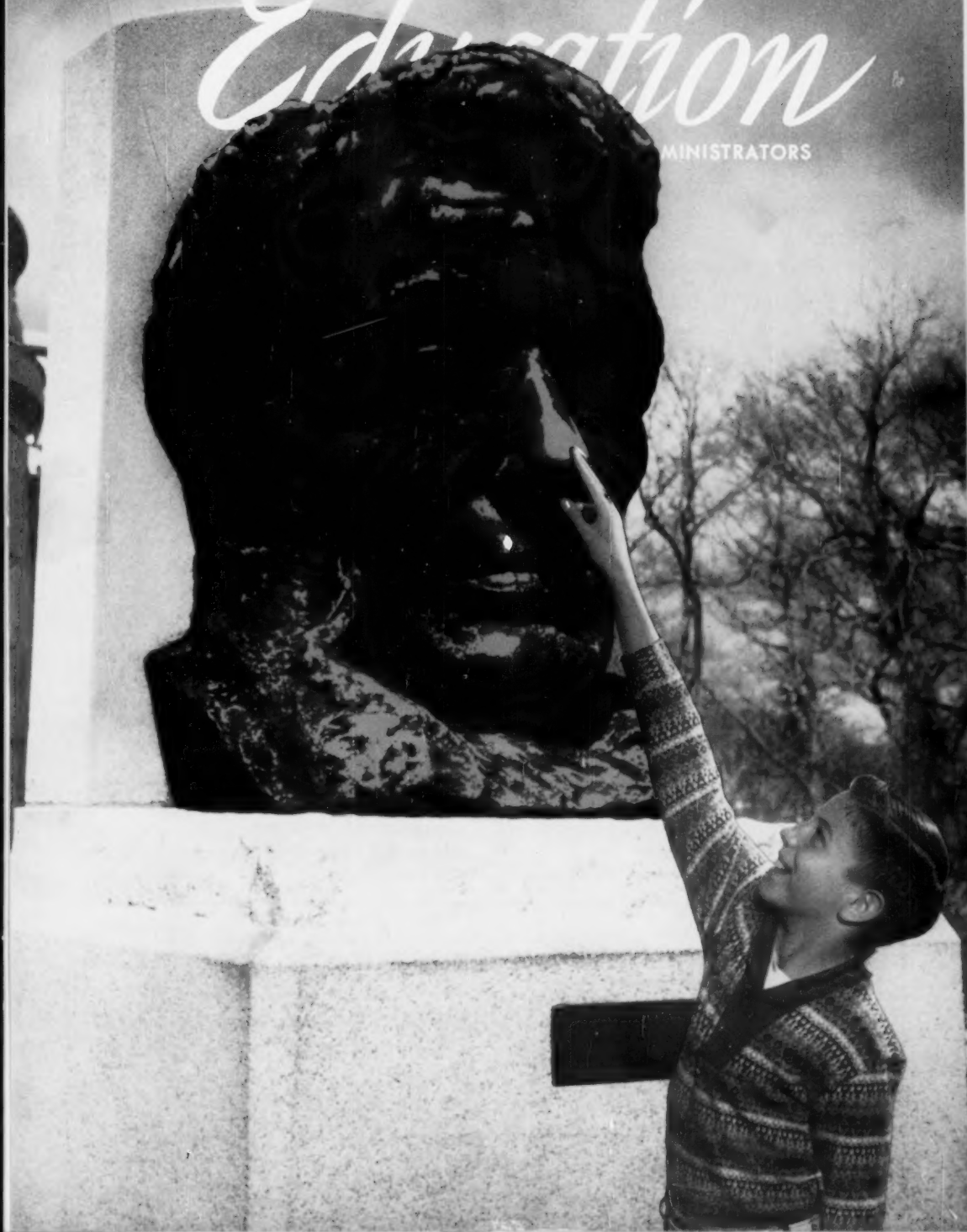
SAFETY

FEBRUARY 1961

Two Sections • Section One

Education

ADMINISTRATORS



The Ætna Drivotrainer system goes to college



Teaching teachers to teach with the Ætna Drivotrainer system is fast becoming an accepted responsibility of leading colleges. Class shown here is at San Jose State College in California.

With every passing month more and more high schools across the nation are installing Ætna Drivotrainer classrooms. *The reason?* Because this proven system is both economical and the *only* practical method of safely teaching students how to meet emergency driving situations. *The result?* A fast-growing need for more trained Drivotrainer instructors.

Less obvious as yet—but highly significant—is the way in which leading colleges are accepting this challenge in their teaching training programs. Some are installing their own Drivotrainer systems, while others are using already-established classrooms at nearby high schools.

Since 1959, more than 275 driver education

instructors have received special training in Drivotrainer classroom techniques. Many of them attended college-sponsored courses using scholarship grants provided by the Ætna Casualty and Surety Company. Others were taught by Ætna's own special teaching staff at new school installations. Some were old hands at the profession, some were beginners—but *all* returned to their classrooms better prepared than ever to turn out a new generation of *confident, responsible, safety-conscious young motorists*.

Ætna Casualty salutes these dedicated teachers—and it salutes the steadily increasing number of schools and colleges which are making their special training possible.

Development of the Drivotrainer system was financed by the Ætna Casualty and Surety Company as a contribution to education and highway safety. Ætna Casualty has no financial interest in the sale of Drivotrainer equipment but continues its public service support of the program through production of Drivotrainer films and other teaching aids, assisting in teacher training and by supplying an educational liaison service to Drivotrainer users.

Drivotrainer equipment is manufactured, sold and serviced by the Drivotrainer Division, Rockwell Manufacturing Company, Pittsburgh 8, Pa.

For information on the Ætna Drivotrainer system write:



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S A F E T Y

Education

Editor
Nancy Nupuf Margolis

Assistant Editor
Cynthia Browne

Photographer
James B. Lehman

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS
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Features . . .

Judging Your Job.	John E. McGill	3
Safety Education for Exceptional Children.	Ernest P. Willenberg	7
The Eyes Have It.	L. J. Smith	10
Solid and Liquid Poisons.	safety education data sheet no. 21 rev.	12
Teach Both Phases.	forum in print	17
Facts to File (and use).		20
Joint PTA Organizes Junior Inspectors.	Maurice E. St. Mary	22
90% School System Awards.		25

Departments . . .

Mail Box	2	Elementary Safety Lessons.	31
Bulletin Board	9	Secondary Safety Lessons.	35
Title Page	28	Editorial	40

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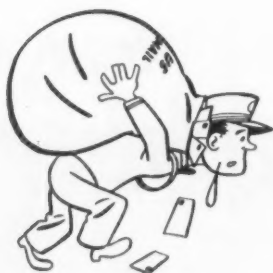


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Mail Box

Traffic engineering

University Park, Pa.—In looking through the fine December issue, I was careful to read rather thoroughly "Designs for Safe Driving" by Matthew Sielski.

I am wondering whether there was a typographical error in the first sentence of the second paragraph under Examples of Good Traffic Engineering on page seventeen. My guess is that Mr. Sielski was referring to condition diagrams since they indicate the presence of trees, buildings, streets, shrubbery or even parking which might reduce visibility, while collision diagrams indicate the type of collision, such as head on, rear end, or angle.

I think that the pictorial coverage that you gave the school and college sessions was very good.

Joseph Intorre

Pennsylvania State University

Ed. note: No—"collision diagrams" it was. But the author went on to say that the traffic engineer also studies existing situations.

Everyone swim campaign

Chattanooga, Tennessee.—I have just finished reading "Winter Time—Learn to Swim Time" in the December issue and was delighted to read of this school's swim program. Since this year's drownings in our area have exceeded all previous years, I am anxious to see what is being done by organizations and groups elsewhere.

As a member of the public safety committee of the National Safety Council, I want to commend you for your selection of this particular topic. I hope that more emphasis can be placed on our "everyone learn to swim program." So often recognition is given to the 25 per cent of successful swimmers, and the 75 per cent who fail to qualify are, more or less, forgotten. It is this 75 per cent that frequently become statistics and are certainly the ones you want to reach through "everyone learn to swim."

Eugene D. Glaze, Jr.

Chattanooga Safety Council

Let's jolt people

Albany, N. Y.—I just want you to know how much I enjoyed your editorial in the December issue. It is excellent and I hope jolts some of our complacent people into creative action. I was also very much interested in the article written by Marie A. Henrichs, M.D. It seems to me that SAFETY EDUCATION is becoming more challenging than ever.

Mary B. Rappaport

University of the State of New York

This Month's Cover

Like kissing the Blarney stone or throwing three coins into Trevi Fountain, visitors to Abraham Lincoln's tomb have a similar custom: it's a "must" to rub Lincoln's nose for good luck. Our cover boy, Micky Nupuf, follows tradition and rubs the already shiny nose, worn smooth by millions of tourists. This month's cover commemorates one of our greatest Americans and honors his birthday, February 12.

This bronze bust stands before Abraham Lincoln's tomb in Springfield, Ill. The work of Gutzon Borglum, the Mount Rushmore sculptor, this bust is a replica of the marble one which Borglum created for the Hall of Fame in Washington.

Photograph and cover arrangement by NSC artist, Walter Kenneth.



1. Does the classroom activity give children an opportunity to observe and then mimic good safety practices? These youngsters have learned to clean up and put away after painting lesson.

Judging Your Job

by John E. McGill

BEFORE I can say too much about criteria for evaluating classroom activities in safety education, I ought to give you some notion of what in my judgment comprises safety education. I will identify only four critical and essential elements of safety education:

- 1—The opportunity to learn, understand and see the reasons behind rules for safe living and to apply them in reality
- 2—the importance of knowledge and skill and its relation to safe living
- 3—the opportunity to analyze hazards, to decide what is the safe way and to do it
- 4—the opportunity to practice safe behavior.

These are the vital elements in safety education. In passing you will note that the first two, the elements of thinking, the element of

knowledge and skills might well take place with little or no influence on behavior. Thus the elements of doing and deciding and of practicing safe behavior become exceedingly vital. But they alone without the first two would fall short of real and enduring learning in safety education.

You will undoubtedly note that I tend to think of safety education not as a subject in itself, or as an extensive body of rules to be learned, but rather as all those learning activities of the school and community which go to make for safer living and behavior.

Several general criteria, appropriate in selecting any subject matter or activity, also pertain to safety education, such as:

Utility—the activity must produce immediately as well as subsequently useful learnings.

Interest—the activity must be of interest to learners, whet their appetites, satisfy their curiosities.

John McGill is professor of education, University of Illinois, Urbana, Ill.

FEBRUARY, 1961

turn page



2. A pertinent activity—safe sliding—is both interesting and within the child's experiences.

Ability and capacity—the activities must fall within the range of the learner's ability and skill to partake of the experience.

Realism—the activity and learnings must be pertinent in the lives of children, and the materials for study in connection with the activity readily available.

Now I wish to present seven criteria which beyond any other implied criteria already alluded to, have, in my view, special reference to safety education activities.

1. Criterion of behavior

The foremost criterion in my opinion asks this question, Does the classroom activity (an experiment in science, a game in physical education, a construction activity in the social studies, a dramatic production in the language arts or a trip to a bank in arithmetic class) :

- a. require that children observe, through teaching and example, rules of good safety so that they get much practice in behaving in safe ways?
- b. present situations which children can analyze for themselves what is the safest way, and then check them out through reasoning, anticipating consequences and actual testing?
- c. give children the opportunity to analyze, dramatize and role play, incidents of unsafe behavior toward the end of grandstand quarterbacking what would have been the



3. Keyed to their level of activity, traffic tips on riding are more vital for the elementary children.

safer way, and then dramatizing the role playing the correct way—the safe way?

2. Criterion of pertinence

Another important criteria is found in the question, Does the activity pertain to or does it obviously relate to:

- a. the kinds of out-of-school experiences children engage in and which more than likely have elements of danger? *For example:* The classroom teacher or coach teaches children the safe way to retrieve a ball which has gone into the street because he knows that such situations will occur in the out-of-school activities of children.
- b. total school as well as community programs and safety regulations which provide for and promote safety? *For example:* In a first grade where children may be studying their neighborhood, activities which relate the safest way to school with the school safety patrol and activities which relate the hazardous areas to local community efforts to protect children meet this criterion.
- Or in a second grade where children may be studying community helpers, such as fireman and policeman, doctor, nurse or engineer, activities which relate the services of these helpers to safer living seem pertinent.
- c. Needless to say, activities ought to be pertinent to the general interests of children, to the kind of physical environment which surrounds them, to the common activities in which they are most regularly engaged.

3. Criterion of adjusted learning

Water safety to a non-swimming first grader who is always accompanied by parents ought to be different from what a sixth grader who swims and goes to the pool alone needs to know. The same can be said for the entire gamut of activities, whether it be activities in bicycle safety, fire, crossing the street, etc. While the dangers may be similar and the rules the same, the activities for learning will need to be adjusted.

4. The criterion of relative worth

This criterion asks the question: are the learnings derived from this activity worth knowing? Some of you may feel that any safety learning is worth learning and that any activity in safety education is good as long as some learnings about safety result. I point to this criterion, because it seems to me that some activities are more worthy because they are more pertinent to the hazards children face, to the activities they engage in, to the more accident ridden activities.

For example: classroom activities dealing with safety practices as a passenger of a school bus are more worthy than activities dealing with safety practices when a passenger on a plane. Or, activities dealing with safety practices around farm machinery are more worthy in a farm community than in some other where safety practices around water might be more significant.



4. Safe ways to sew are worthy safety lessons for these girls learning the skills in high school.

FEBRUARY, 1961

5. The criterion of action

The possibility of doing something as a result of having learned patterns of safe behavior, or ways of making the environment safer.

Will the activity result in learning (knowledge and skills) which will make it possible for the learner to do something about his own safety—and the safety of others? If so, then it seems to me that this is a valuable activity.

I once taught a sixth-grade class in a northern New York community where winters made sledding a number one activity. We considered safety when sledding and learned what we could use and what we could do something about as individual sledders. As a group we took our learning to community officials and secured arrangements which made sledding safer for others by closing off streets in a hilly section of town during certain hours.

Activities which result in learnings making it possible for one to do something about his own safety or the safety of others are in effect putting these learnings to work—into action. In such instances, the attitude of being responsible for your own safety as well as the safety of others becomes more than a tendency to behave—it's real live behavior.

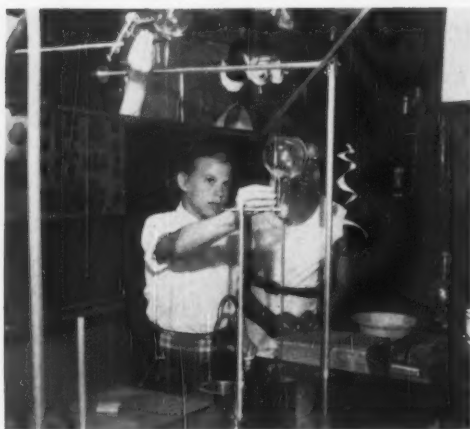
6. Criterion of application and integration

Two questions suggest the meaning of this criterion.

- a. Does the content of the safety activity have any application to activities in other



5. It's a valuable activity if it teaches youngsters how to take care of themselves and school mates.



6. Correlating safety learnings with other subject matter is a logical method of applying lessons.

areas? *For example:* Activities in fire safety might well apply to conducting experiments in science. Activities in proper use of tools apply in classroom construction and shop activities.

b. Does the content of safety activities integrate with the subject matter of other topics studied in other subjects? *For example:* Activities dealing with the program of the local safety council is an integral part of social studies dealing with local government and law enforcement.

Certainly safety activities are desirably integrated with units on transportation.

Rules about playing with fire are skin deep learning. (I was going to say no deeper than a first degree burn). Children need to build their understanding of these rules on subject matter which enlightens them; in the case of fire, such things as spontaneous ignition—oxygen and its relation to fire, the kindling temperature of materials, and control of fire. Furthermore, the extent to which older students can apply these rules of fire safety relates to their skill in starting a fire properly, putting out a fire, controlling a fire, knowing what to burn and what not to. Our Boy Scout groups have gone a long way in giving rules, understanding, skills and opportunities to practice. Too frequently, classroom activities stop with the rules—good activities go beyond.

Many references in safety education recommend that the content of instruction in class-



7. Vital activities are those which teach children to hunt and work up new ideas to prevent accidents.

room safety activities be integrated wherever it applies, and wherever it fits naturally, logically and usefully with the subject matter in all curriculum areas.

7. Criterion of original ideas

Those of us who are interested in safety education for children are even more interested in children finding even safer patterns of behavior as they analyze conditions and situations.

Those activities which permit and encourage children to make original suggestions to improve safety conditions, it seems to me, have just got to be good.

The first grader who said "the cars go all the time. There ought to be a time when the cars stop, and just the people go," was coming up with an original idea in his small world.

As times, conditions, materials and people change, there will be new and different safety problems. Newly existing hazards call for new and different rules and patterns of safe behavior. Safety activities which promote thinking a-new about safe acting and doing are fruitful, frontier stuff.

Those are my seven criteria. If you will think of these in relation to the four essential elements of safety education mentioned earlier, you will have two points of reference in selecting safety activities for your classroom—those which meet the criteria and those which jibe with the four vital elements as I defined them. I hope you will find them useful.●

Safety Education for Exceptional Children

by Ernest P. Willenberg

SAFETY is an elusive term in the literature on exceptional children. Although the significance of safety precautions in the management, treatment and instruction of handicapped children is obvious, published research of the past 15 years fails to reflect any specific orientation to the subject.

Are hazards to handicapped children so unique as to merit special attention? Do these problems require special adaptations in materials, methods and content of instruction? Are programs of safety education for regular pupils also adequate for the handicapped?

This article endeavors to establish that (a) handicapped children *do* face unique hazards; (b) there is a relationship between the classification of the impairment and the type of hazard confronting handicapped children; (c) follow-up procedures should be instituted to remedy or alleviate the special problems caused

by or associated with the impairments; (d) safety is a term relative to a condition or situation; (e) safe practices are the results of the reciprocal action between children's internal and external environments; and (f) an ultimate objective of safety education for the handicapped is to provide them with better control over activities in which they can exercise safe practices.

Safety education of the handicapped means adaptations in school programs which will teach such pupils not to avoid environments because they fear the accidents that may occur in them, but to acquire habits of living so that underlying causes of most or all accidents associated with the handicapped can be eliminated.

Child's Two Worlds

Concepts of safety must be developed in the context of external and internal environmental conditions under which safe practices are to be employed. An ecological approach is indicated in developing a safety concept for the handicapped. As used in biology, the term *ecology* deals with the mutual relations between organisms and their environment. Man's internal environment (thoughts, feelings, knowledge, meanings and values) through development, events and experience makes him a unique organism. Those attributes which contribute to such uniqueness are the qualities by which the individual in varying degrees will be able effectively to cope with and relate to his external environment.

This article is the first in a series of special articles on safety education for the exceptional child. A joint project of the elementary school section of the National Safety Council with the Council for Exceptional Children, the series is being published by *Exceptional Children and Safety Education*.

There are influences which cause excessive stress on a person's ability to work out successful relationships with his external environment. Illness is such a stress. In attempting to restore well-being, the physician may prescribe treatment of the patient as well as treatment of the milieu with which the illness is associated. Recovery, in one sense, confirms the

Ernest Willenberg is director of special education, Los Angeles City Schools. This article was prepared with the assistance of the Bureau of Special Education, California State Department of Education.

re-establishment of the best possible relationship between the internal and external environments.

When safety of the handicapped is considered an ecological problem, the various physical and mental limitations may impose additional stress which must be resolved if the child is to live fully and safely. It is the task of the educator to help remedy or ameliorate those factors in both the internal and external environments so that the handicapped child can live in comparative safety and without undue fear.

Ordinarily the factors to be modified in the internal environment of the handicapped child include his (a) general mobility; (b) use of visual or auditory perception; and (c) level of knowledge, kind of attitudes, *quality* of judgment and *use* of skills.

The external environmental measures may include: (a) restricting or regulating the child's contact with the external environment to minimize the number of hazards; (b) changing or modifying the external environment; (c) providing the handicapped child with essential aids and devices or helping him to strengthen his resources to compensate for the hazards imposed by his handicap; and (d) training him to meditate effectively between the internal and external environmental factors.

Classifying the Needs

The significance of an ecological approach to safety education for the handicapped can be understood better by using a taxonomical system to consider the natural relationships between given categories of impairments and the

problems to be resolved in reconciling factors in the internal and external environments.

The taxonomy may be constructed in the form of a grid. Those things that may be done to create safer conditions may be laid out schematically on the vertical dimension of the grid; those things to be affected by such modifiers may be represented on the horizontal plane of the grid. The grid may be used to show the relationship between the two dimensions with given impairments. The result will be a safety education taxonomy for each impairment with rather specific implications for programming. Subsequent articles in this series will examine these specific relationships in greater detail.

Mentally Retarded Children

Safety education for children with intellectual impairments becomes a special education problem when the requirements for safe living necessitate adaptations in method and content of instruction tailored to fit the characteristics of such children in becoming more knowledgeable, having better attitudes, making sounder judgments and applying improved skills in safer conduct.

The use of a taxonomy in conceptualizing the problems of safety is illustrated in Figure 1. For educable and severely mentally retarded children, the safety education problems result in part from their internal environments. They must be solved by helping the children to improve their general mobility and their knowledge, attitudes, judgments and skills. The problems and implications are not identical for both groups of mentally retarded children and the modifying measures vary accordingly. In general these measures will include some environmental restrictions, particularly for the severely retarded, and specific training, application and retraining programs.

When Health Is Impaired

Children with health or orthopedic impairments present problems in safety education unique to physical, psychological and experimental conditions associated with their handicaps. Figure 2 indicates that many safety education problems are the same for children with chronic health or orthopedic conditions as for children who are mentally retarded. However, general mobility of children with health or orthopedic problems may be improved and made safer by modifying certain external environments. Furthermore, the children may be

Figure 1.
Safety Education for the Mentally Retarded

Factors in the External Environment (Modifiers)	Factors in the Internal Environment (to be Modified)			
	General Mobility	Visual Perception	Auditory Perception	Knowledge Attitudes Judgments Skills
External controls—restriction in or modifications of environment	SMR			SMR EMR
Compensatory aids, devices, or other corrective measures				
Safety education—training, application, review and practice	SMR EMR			SMR EMR

SMR—Severely Mentally Retarded
EMR—Educable Mentally Retarded

BULLETIN BOARD

Short wave for teachers

Immediate contact between driver education cars and the school office is now possible via short wave communication. Woodward High School in Cincinnati is experimenting with these units built by students in electrical and electronics classes and members of the radio club. The units, built and installed for \$100 apiece, can be used by teachers to contact the school in case of an accident, illness or absence of a student and for emergency messages.

Want it and need it

Although a survey showed that most shop instructors feel modern dust control equipment is necessary in wood working and metal working shops, few schools have installed them. Such equipment improves health standards, reduces maintenance costs, wear and tear on machinery, minimizes fire dangers and lessens irritation to students with hay fever and other allergies.

Circle these dates!

Discussing your campus safety problems with other safety leaders at the 8th National Conference on Campus Safety may lead to these long-sought-after solutions. The conference, sponsored by the Campus Safety Association of the National Safety Council, will be held June 15 to 17 at Southern Illinois University, Carbondale, Ill. James E. Aaron, director of the Safety Education Center there, is chairman.

Equipment cuts toll

Removing school playground equipment would increase the accident rate, according to surveys taken by N. Dean Evans, assistant superintendent, Delaware County Schools and Robert Daiutolo, elementary principal of Lansdowne-Aldan Joint School System in Pennsylvania. Although 30 per cent of all child accidents takes place in public places such as playgrounds, the absence of slides, swings and other playground equipment would increase the number of accidents because children do more running, falling and colliding. A survey in Texas showed an accident increase of 50 per cent during unorganized play.

Contest about Dad

An essay contest on "Why my Dad should work safely" was held in five Trinidad, West Indies, schools. Contest entries were written at home over a four-week period so the entire family could discuss the subject before the child wrote the paper. The contest was sponsored by Shell Trinidad Limited to make workers more safety conscious and to encourage safety in the home.

Patrols do teach

Nearly all public school safety patrol supervisors in Chicago feel patrols help teach children how to cross streets safely. The Annual Report states: 98.2 per cent feels patrols are conducive to the child's education; 1.3 per cent feels the patrol tends to hinder the child's education, but usually blames lack of time for instruction as the reason, and 9.5 did not answer the survey.

With this as the rule—



by L. J. Smith



THE

A WASHINGTON High School vocational student went to his instructor with his safety glasses in his hand. "Look," he said, "see the dents. Boy, am I glad those dents aren't in my eye!"

To my mind, this incident alone (though there were many similar ones) is clear justification for our safety education program in Massillon, Ohio. At the present time this safety program, of which eye safety constitutes an important part, affects almost 600 students—120 in the vocational department, 350 in industrial arts and 130 in the chemistry laboratory.

Massillon's eye safety program now includes three distinct areas of instruction: vocational shops, industrial arts shops and the chemistry laboratory. In each, eye protection has been planned with the unique hazards of the situation in mind.

All boys in automotive repair, automotive collision, welding, machine shop and general metals are now equipped with individual safety glasses which they wear at all times "on the job." The safety glasses worn by these vocational and industrial arts students are of the type recommended by the American Society of Safety Engineers and are designed to meet the American Standards Safety Code. They are purchased by the students themselves at \$2.58 a pair.

L. J. Smith is superintendent of schools, Massillon, Ohio.

On every door of the five shops a sign warns, "Do not enter unless you are wearing safety glasses." This rule applies to instructors, students and visitors. Instructors wear the glasses (also self-purchased) constantly. Students wear them during their three hours of in-the-shop training daily. Visitors are supplied with glasses and asked to wear them as long as they remain in the shop. Safety regulations are posted in each shop and instructors enforce them! To insure clean glasses and clear vision, eye glass cleaning stations and cleaning services are part of the facilities of each shop.

Boys in the industrial arts woodworking shops in the high school and in all three junior high schools are required to wear safety glasses of the same type worn in the other shops. In addition, boys wear safety shields, cover goggles and face shields when their instructors feel the job warrants such precautions.

In the chemistry department face shields are worn to protect not only the eyes but the entire face from acids or broken glass. An eyewash fountain is an added precaution, designed to give immediate and thorough first aid.

The eye safety program has gone beyond the classroom situation in our school system. Maintenance men working with plumbing and electric equipment now wear the same safety glasses as the students.

How such a program came to be launched is really a long story but it effectively illustrates how cooperation among schools, local industry and civic organizations can bring about worthwhile results.

Washington High School's complete safety education program had its beginning in the summer of 1959 as a Massillon Lions Club eye conservation project. The Lions interest in the eyesight of boys and girls was not new. Over the years our local group has provided hundreds of glasses for students with defective sight. But the Massillon organization adopted a concept

EYES HAVE IT*

*100% PROTECTION

which further interpreted eye conservation to mean, "To keep from loss or injury and protect and preserve eyes that are now good but might be lost through accident or injury."

At this point we needed expert advice and we got it! Through Russell Gardner, vocational director, 21 groups and individuals including, the American Society of Safety Engineers, fire department, Ohio Industrial Commission, State Vocational Education Department, Lions Club Eyesight Committee, electrical welding and petroleum engineers and representative tradesmen, were contacted to act in an advisory capacity for a school shop safety survey. Everyone endorsed the safety plan. In fact, the group became so interested in the project that it is still functioning as the Massillon Safety Education Advisory Committee.

The group inspected school vocational facilities and filled out questionnaires listing two things: hazards and recommendations for correcting them before the opening of school. A list of 40 suggestions was compiled. Those dealing specifically with eye safety included (1) requiring correct eye protection for each shop, (2) making individual eye protection mandatory for *everyone* entering shop areas, (3) providing facilities for cleaning and care of safety glasses and (4) eliminating danger of eye in-

fection by doing away with the practice of hanging goggles over grinder for everyone to use.

About a month later, the committee inspected school facilities to make sure corrections had been made, discussed personal equipment—including safety glasses—to be required of students, and voted to continue the committee indefinitely as an available group of safety advisors.

That our Massillon students already are profiting from this increased safety education is evident. *First*, there has been no serious accident since its inception. *Second*, instructors report an increased safety consciousness on the part of students. *Third*, representatives of industry have expressed an appreciation of the benefit to industry of the safety practices we are advocating and enforcing at the student level.

The National Conference on Safety in April 1959 recommended that, "The schools and the occupational world join forces to step up the schools' contribution to occupational safety." It would seem to me that is what has happened in Massillon—and with excellent results.●





safety education data sheet no. 21 rev.

Solid and Liquid Poisons

1. A large variety of chemical mixtures is used in homes today for cleaning, medication, polishing, extermination of insects and weed killing. These are valuable in maintaining our homes and are harmless when properly used. But misuse can cause toxic symptoms, eye damage, serious burns and even fatal poisoning.

Statistics

2. About 1,400 persons die each year and an estimated 200,000 suffer disabling illnesses from accidental poisonings. About four-fifths of these occurred in the home.

3. A special four year study made by the New York City Poison Control Center shows that more than half of the poisonings occurred to persons under 20 years of age; of these, three-fourths were under four years old. One and two year old children were the most frequent victims. Aspirin was the specific product most often involved; insecticides were second and cosmetics third.

Toxicity

4. The "Poison" label is required by Federal law on extremely toxic insecticides, caustics and acids because they can cause serious poisoning in comparatively small doses. But many ma-

terials can cause serious symptoms in larger doses even though they do not require the extreme warning of the word "Poison." Also, toxic symptoms can be shown by children receiving much smaller doses than an adult.

5. Some materials can cause severe damage to skin and eyes if not properly handled, and these include such things as strong bleaches and caustics such as oven cleaners. They must be handled carefully even though there is no chance of ingestion.

Labels

6. Labels will generally give proper information on how to use chemicals. But labels are effective only if they are read and the warnings followed. Key words may be used, such as "Danger" for the most hazardous materials; "Warning" for less hazardous, and "Caution" for materials that require reasonable care in storage and handling. There may be descriptive phrases such as *causes burns, rapidly absorbed through the skin, vapor hazardous, avoid contact with the skin or eyes, or keep away from heat and open flame*. The user should be familiar with the potential hazards of every material used around the home.

7. Medicine labels must be read and instructions followed to prevent chance of over-dosage. A piece of transparent scotch tape over prescription labels will keep them legible and prevent liquids from blurring them.

Children

8. Most cases of accidental child poisoning show that the material causing the toxic symptoms was within the child's reach. Children under 5 are in the exploring stage with the natural habit of tasting everything. Whatever they get into their hands goes to the mouth. Labels are obviously not intended for children. It is up to the parents to read the labels and heed the warnings.

9. For this reason, *all household chemicals must be kept out of the reach of children.* This also applies to all medications.

10. The greatest child menace is the new "baby aspirin" with a candy flavor. Although one-fourth the strength of regular aspirins, these can be fatal for children in large doses. Baby aspirin must be guarded as carefully as other medicine. Parents should never tell children the aspirin—or any medicine—is candy.

11. Poison control centers have been set up in various cities to handle emergency telephone calls. Every parent should know the location of the nearest center and discuss this with his doctor. Should an accident occur, keep the container. The doctor must know what chemicals are in the poison to treat the case.



Aspirin is the chief killer in child poisonings. The new baby aspirin is just as dangerous in large doses.

FEBRUARY, 1961

Containers

12. Improper containers are a frequent source of trouble. The use of beer, coke and tonic bottles for kerosene, cleaning fluids and paint thinners is hazardous, because people can mistake the contents. This applies also to insecticides and other materials that are being mixed for future applications. To a child, a tonic bottle immediately means something good to drink regardless of what may be in the bottle. Substances should be kept in original container.

13. If absolutely necessary to transfer contents from the original container, the new one should be labeled.

14. If labels are torn, a piece of scotch tape should be used to repair them; if labels are lost they should be replaced with inclusion of proper warnings.

15. Pressurized spray containers are attractive to children. The contents may be poisonous (insecticides), highly flammable (paint, lacquer and some skin lotions) or selectively damaging (hair sprays in eyes). These must be properly used by adults. Since many spray products contain flammable components, refrain from smoking when using them. The containers are under pressure and heat will increase the pressure, so keep them away from heat. When disposing of them, do not throw in furnace or incinerator because the containers can explode under high heat.

16. **Check your medicine cabinet** and clean it out frequently. Get rid of old bottles and



Never store any poisonous articles in low cabinets. Keep them high, well labeled, in original containers.

containers which are not being used. Throw out unused ends of prescriptions, unlabeled preparations or those with illegible labels and remove materials that do not belong there.

17. The medicine cabinet is for prescriptions, first aid, household remedies and toilet articles. It is not the place for disinfectant compounds, lye preparations, insecticides and kerosene.

18. Most common causes of poisoning in children are aspirin and other pain relievers, laxatives, sedatives, kerosene and lye or other strong caustics, and too frequently the children obtained them from the medicine chest.

19. Children have an amazing ability to climb to high places. For this reason, it's a good policy to lock cabinets with medicines.

20. Fastening adhesive tape to the stopper and down the sides of medicine and poison bottles, or tying a bell or something else distinctive around the neck can guard against taking the wrong medicine.

21. Keep the bathroom well lighted. Some persons have taken poison because they could not read the label.

22. Always read the label before taking medicine and take only the recommended dosage. Taking twice the recommended dosage will not give twice as good an effect.

23. **Check the cabinet under the kitchen sink**—This is the storage place for soaps and incidental cleaning aids. It is not the place for any container requiring a warning label, for this cabinet is readily accessible to children. Household items requiring a warning must be kept in a locked cabinet or on a high shelf away from food storage.

24. **Check your garage, cellar and utility room** frequently for these areas may be catchalls for storing many dangerous chemical mixtures—insecticides, fungicides, rodenticides, paints, paint thinners, charcoal lighter fluid, gasoline, bleaches, ammonia and spot removing fluid.

25. Power-driven equipment, such as power mowers, requires storing gasoline. A metal container must be used, preferably a safety can. Keep only a small amount of any flammable liquid on hand and store away from heating equipment and chance of impact damage. Keep such containers off the floor and on high shelves, far out of a child's reach.

26. A locked cabinet (preferably metal) is the best place for storing solid and liquid poisons when children are in the home. A lock with a key may not be needed because a sliding bolt can be effective if it is high enough.

27. Use only the least toxic insecticide mixtures for your gardens, such as those containing pyrethrum or rotenone. Let the professionals use the stronger, more hazardous products. If you find it necessary to use hazardous insecticides, buy only the amount needed for the job, read directions carefully, use it up immediately and always wash your hands thoroughly after use.

First Aid Measures for Poisoning

28. Post this information inside your medicine cabinet door with list of phone numbers:

Emergency Telephone Numbers

Physician _____

Hospital _____

Pharmacist _____

Poison Control Center _____

Fire Dept. _____
(resuscitator)

Police _____

Rescue Squads _____

29. The following are the recommendations of the Committee on Toxicology of the American Medical Association:

The aim of first aid measures is to help prevent absorption of the poison. *Speed* is essential. First aid measures must be started at once. If possible, one person should begin treatment while another calls a physician. When this is not possible, the nature of the poison will determine whether to call a physician first or begin first aid measures and then notify a physician. Save the poison container and material itself if any remains. If the poison is not known, save a sample of the vomitus.

What to Do Before Physician Arrives

30. SWALLOWED POISONS

In all cases, except those indicated below, *remove poison from patient's stomach immediately* by inducing vomiting. This can not be over-emphasized, for it is the essence of the treatment and is often a lifesaving procedure. Prevent chilling by wrapping patient in blankets if necessary. Do not give alcohol in any form.

A. *Do not induce vomiting if:*

1. Patient is in coma or unconscious
2. Patient is in convulsions.
3. Patient has swallowed petroleum products (i.e., kerosene, gasoline, lighter fluid).
4. Patient has swallowed a corrosive poison (symptoms: severe pain, burning sensation in mouth and throat, vomiting).

CALL PHYSICIAN IMMEDIATELY

- (a) Acid and acid-like corrosives: sodium acid sulfate (toilet bowl cleaners), acetic acid (glacial), sulfuric acid, nitric acid, oxalic acid, hydrofluoric acid (rust removers), iodine, silver nitrate (styptic pencil).
- (b) Alkali corrosives: sodium hydroxide (drain cleaners), sodium carbonate (washing soda), ammonia water, sodium hypochlorite (household bleach).

If the patient can swallow after ingesting a corrosive poison, the following substances (and amounts) may be given to dilute poison, not induce vomiting:

For acids: milk, water, or milk of magnesia (1 tablespoon to 1 cup of water).

For alkalis: milk, water, or any fruit juice, or vinegar.

For patient 1-5 years old—1 to 2 cups.

For patient 5 years and older—up to 1 quart.

B. Induce Vomiting When Non-Corrosive Substances Have Been Swallowed:

1. Give milk or water (for patient 1-5 years old—1 to 2 cups; for patient over 5 years—up to 1 quart).
2. Induce vomiting by placing the blunt end of a spoon or your finger at the back of the patient's throat, or by use of this emetic—2 tablespoons of salt in a glass of warm water.
When retching and vomiting begin, place patient face down with head lower than hips. This prevents vomitus from entering the lungs and causing further damage.

31. Other Types Poisoning

A. INHALED POISONS

1. Carry patient (do not let him walk) to fresh air immediately.

2. Open all doors and windows.
3. Loosen all tight clothing.
4. Apply artificial respiration if breathing has stopped or is irregular.
5. Prevent chilling (wrap patient in blankets).
6. Keep patient as quiet as possible.
7. If patient is convulsing, keep him in bed in a semi-dark room; avoid jarring or noise.
8. Do not give alcohol in any form.

B. SKIN CONTAMINATION

1. Drench skin with water (shower, hose, faucet).
2. Apply stream of water on skin while removing clothing.
3. Cleanse skin thoroughly with water; rapidity in washing is most important in reducing extent of injury.

C. EYE CONTAMINATION

1. Hold eyelids open, wash eyes with gentle stream of running water IMMEDIATELY. Delay of few seconds greatly increases extent of injury.
2. Continuing washing until physician arrives.
3. **DO NOT USE CHEMICALS:** they may increase extent of injury.

D. CHEMICAL BURNS

1. Wash with large quantities of cold running water (except those caused by phosphorous).
2. Immediately cover with loosely applied clean cloth.
3. Avoid use of ointments, greases, powders, and other drugs in first aid treatment of burns.
4. Treat shock by keeping patient flat, keeping him warm, and reassuring him until arrival of physician.

E. FOOD POISONING

(1) Food poisoning is more common in summer months because of speeded up bacterial action in the food. The main way to prevent food poisoning is to prevent bacterial action. Most organisms in food do not grow well in a cold environment and, therefore, refrigeration is a good method of control.

(2) Chill cooked foods rapidly and refrigerate immediately until you use them. Cooked

foods should not be exposed to room temperature for more than four hours.

(3) Food should be put away in containers that will protect them from dirt, dust and germs. Clean the containers frequently.

(4) Fats and fat foods, such as nutmeals and chocolate, should be kept in a cool place in lightproof containers to prevent rancidity. Warmth and light tend to decompose oils.

(5) Creamed foods, such as custards, gravies, pastries, cream, puddings, as well as sour dressings and leftover meats, are easily contaminated and will cause food poisoning if they are not refrigerated properly.

(6) In the home preserving of foods a pressure cooker is dependable for steam under pressure gives a higher temperature than plain boiling.

(7) Scrupulous cleanliness in the preparation and handling of food is needed to protect against contamination. Bacteria are quickly transferred to the hands from other objects and from hands to food. Do not touch food without

first washing your hands.

(8) Be careful that the symptoms of acute appendicitis are not mistaken for simple food poisoning. That is why it is important to get a doctor at once. Do not give a laxative to anyone who is suspected of having simple food poisoning unless the doctor has definitely ruled out the possibility of acute appendicitis.

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This data sheet was prepared by the Health Committee, Chemical Section, National Safety Council.

Safety Education Data Sheets available are:

#429.04-	#429.04-	-11 School Buses—Administrative Problems (Rev.)
-19 Alcohol and Traffic Accidents	-43 Hiking and Climbing	#429.04-
-78 Amateur Electricians, Safety for	-91 Home Lighting	-63 School Bus Safety: Educating Pupil Passengers
-26 Animals, Domestic	-41 Home Workshops	-73 School Bus Safety: Operating Practices
-37 Animals in the Classroom	-42 Horseback Riding	-67 School Dramatic Productions
-94 Archery, Safety in	-62 Iceboxes and Refrigerators, Hazards of Discarded	-47 School Fires (Rev.)
-57 Auto Shop (Rev.), Safety in the	-79 Industrial and Vocational Education Programs, Coordinating Safety in	-85 School Lunch Room, Safety in the
-66 Baby Sitting (Rev.)	-70 Kites and Model Airplanes, Safety with	-40 School Parties
-49 Bathroom Hazards	-23 Laboratory Glassware	-83 Sheet Metal Shop, Safety in the
-1 Bicycles	-7 Lifting, Carrying and Lowering Inanimate Objects (Rev.)	-17 Sidewalk Vehicles
-18 Camping	-53 Machine Shop (Rev.), Safety in the	-84 Skiing Safety
-14 Chemicals	-2 Matches (Rev.)	-28 Small Craft
-59 Chemistry Laboratory, Safety in the High School	-36 Motor-Driven Cycles	-71 Sports: Baseball, Safety in
-86 Cigarette Fire Hazards	-55 Motor-Vehicle Speed (Rev.)	-77 Sports: Basketball, Safety in
-80 Counselors and Helpers in Summer Camps	-31 Night Driving	-72 Sports: Football, Safety in
-6 Cutting Implements	-16 Nonelectric Household Equipment	-75 Sports: General Practices, Safety in Summer Jobs: laborers, home yard, service-stations
-68 "Do It Yourself," Safety in	-82 Office Safety	-54
-9 Electric Equipment	-65 Part-Time Jobs: Food Handling, Safety in	-45 Summer Jobs—Farm
-87 Electrical Shop, Safety in the (Rev.)	-13 Passenger Safety in Public Carriers	-27 Swimming
-34 Electrical Storms, Safe Conduct in	-10 Pedestrian Safety	-15 Tools, Hand
-5 Falls (Rev.)	-92 Pesticides, Safe Use of	-4 Toys and Play Equipment
-60 Farm Mechanics Shop (Rev.), Safety in the	-29 Play Areas	-89 Track and Field Events
-3 Firearms	-69 Playground Apparatus	-33 Traffic Control Devices
-25 Fireworks and Blasting Caps (Rev.)	-74 Playground Surfacing	-48 Unauthorized Play Spaces
-44 Fishing, Hook and Line	-8 Poisonous Plants (Rev.)	-88 Vision and the Driver
-12 Flammable Liquids in the Home	-35 Poisonous Reptiles	-76 (Bad) Weather Conditions Safety in
-61 Floors in the Home	-21 Poisons, Solid and Liquid (Rev.)	-39 (Bad) Weather: Hazards, Precautions, Results
-20 Gas, Cooking and Illuminating	-93 Promoting Safety Through School Newspapers	-90 Wearing Apparel, Flammability of
-50 General Metals Shop, Safety in the (Rev.)	-24 Public Assembly, Places of	-56 Welding and Cutting Safely (Rev.)
-64 Graphic Arts Shop, Safety in the	-51 Pupil Excursions, Safety in	-30 Winter Driving
-81 Gun Clubs: Their Organization and Activities	-38 Railroad Trespassing	-32 Winter Sports
-22 Gymnasium (Rev.), Safety in the		-58 Winter Walking (Rev.)
-52 Highway Driving, Rules, Precautions		-46 Wood Shop, Safety in the

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Should the same person

Teach Both Phases

of driver education?

**Alfred C. Barnes, Jr., research associate,
Flight Safety Foundation, Phoenix, Ariz.**

THERE are several considerations which make it desirable for the same teacher to teach both the classroom and behind-the-wheel phases of driver education.



1. The matter of consistency in information and emphasis as provided by the same instructor in both phases is important.

2. The application of the theoretical to the practical—from the classroom discussion to the actual driving situation—may be better accomplished by one person teaching both.

3. Teaching practice driving may help the instructor recognize deficiencies in understanding and attitude formation that can be corrected most efficiently in the classroom group.

4. Teaching practice driving enables the classroom teacher to keep his techniques of teaching driving polished and allows him to keep alert to local driving situations and problems.

5. Sometimes, systems employing different instructors require less professional preparation for the practice driving instructor than for the classroom instructor. This implies that the practice driving instructor has less responsibility or makes a smaller contribution to the program, and may tend to lower public esteem.

6. The very practical consideration of fatigue experienced especially by the person teaching practice driving would make it seem desirable for two persons to share these responsibilities rather than dividing them on a day-long basis.

In general, where the school enrollment necessitates employing more than one teacher, it seems decidedly advantageous for the teachers to share classroom and practice driving duties. ●

William A. Neutzel, College of Physical Education and Health, University of Florida, Gainesville, Fla.

I AM concerned with a quality course when taking this stand. With growth, we have some schools offering an inferior program. In many cases it is due to the scheduling problem which develops around the instructor's full schedule. I believe



every consideration should be given to the teaching and scheduling of this course in the regular school day. In this case one teacher does not have the time to meet the requirements in the classroom and behind-the-wheel. My reasons for taking the stand for separate teachers for the classroom and behind-the-wheel are:

1. The driver education car would be utilized the full school day.

2. More students would have the opportunity

to take the recommended course.

3. Create more interest in both phases of the program.

4. Many scheduling problems would be eliminated if integrated with another subject area, or taught as a separate classroom subject.

With the trend of larger enrollments in our secondary schools, other school personnel will have to consider integrating certain phases of driver education into courses, such as civics, history, mathematics.

Recent studies have shown that the typical full-time driver education teacher will teach five class periods per day, and will have 30 to 39 students per period in the classroom. A quality program is not likely with this type of teaching load.●

Robert R. McKay, driver education instructor, Ottawa Township High School, Ottawa, Ill.

IT IS my belief that the instructor should present new ideas, explain techniques and traffic situations before they are experienced in the car. Using the same instructor coordinates the classroom and car training more effectively.



As the student drives the automobile, new experiences are acquired and many different traffic situations arise; thus, the same instructor is better qualified to explain and discuss situations with the entire class.

One instructor learns to know the students from both areas of learning. With this rounded knowledge, a better job of teaching is done and as a result, a better student and driver is developed.

Difficulties sometimes arise because of different interpretations given to certain phases of training by the instructors. The single instructor eliminates this possibility.

It is very hard to develop the teamwork and instructor attitude needed if the training is handled by different personnel.

Teaching both phases simultaneously enables the students to correlate both phases of training. Things are easier to understand as they are able to see the know-how more clearly.●

Lillian C. Schwenk, head, Teacher Training in Safety and Driver Education, Iowa State University, Ames, Iowa

BOTH phases of driver education should be taught by the same teacher. We must realize, however, that not all teachers are equally capable in both areas, and also that scheduling problems are often eased by a split program.



But the advantages of a unified program far outweigh the disadvantages, especially in properly trained teachers.

There are several reasons why the same teacher should teach both phases to all his pupils:

1. The ground work for the actual driving practice is laid in the classroom. The behind-the-wheel instructor would have no guarantee of how thoroughly this was done for each lesson.

2. The classroom teacher would have no way of knowing the pitfalls which might befall the group when out driving. Unless he also was very familiar with the route and routine, he would not be able to adequately prepare the group.

3. Students often are much more relaxed in the classroom than in the car, while some "shine" more in the automobile than in classroom work. This would be difficult to correlate under two separate instructors. Individual differences would not be properly handled.

4. Such phases as mechanics would have to be taught twice, unless the classroom teacher went out to the automobile. This would partially defeat the purpose of the split program.

5. More time would actually be spent in teacher preparation since both halves of the program would, or should, be closely interwoven. This would mean preparation for both phases by each teacher, plus conferences between the two teachers.

SAFETY EDUCATION

6. Classroom discussion, very often carries over into the car. In a split program this would tend to be discouraged, or else would consume too much time because the ground work would have to be laid again.

Having taught in both types of programs, I feel very strongly that driver education teachers should be prepared to teach, and should teach, both classroom and behind-the-wheel to each of their students.●

Harold O. Carlton, educational consultant, American Automobile Association, Washington, D. C.



ows all other methods.

Without doubt, the one instructor, doing class work as well as laboratory with his student, can well blend the two together so that greater values accrue from each. This is true not only for driver education but for other similar subjects where skills and mechanical techniques are acquired.

The driver education instructor handling both phases, illustrates his classroom work with actual happenings from the laboratory or car instruction phase and conversely brings into real life focus, in the car instruction activity, the theoretical classroom discussions. Direct aid to the student in both phases is immediately applicable.

Sadly enough, our educational ideals often have to be tempered with cost practicalities. There is no doubt that the traditional method is workable and valuable but naturally it would be more expensive then even a limited form of mass instruction. However, in the very short time allotted for this instruction, it would behoove us to insist that the best, regardless of expense, is none too good for the students who expect to learn enough from this course to help them "live" in the Motor Age.●

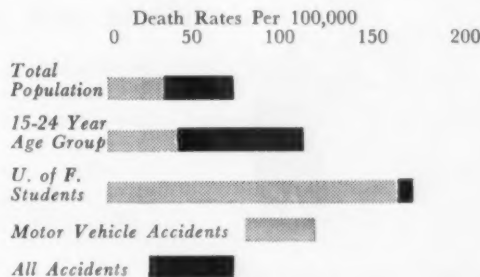
FEBRUARY, 1961

Students Have More Accidents

Students had more than three times as many fatal accidents from motor vehicular causes at the University of Florida than did their comparable age group as a whole, according to preliminary findings of a study by associate professor William H. Solley.

An examination of fatal accidents during the 1958-59 school year showed that 15 students lost their lives through accidents. Eight of these were automobile accidents, two by collisions between two-wheeled vehicles and automobiles, two by an aircraft accident, and three were caused by electrocution.

The table shows the accidental death rate as compared with those of young men and women of a comparable age, and for all ages, throughout the country. Rates from *Accident Facts*, 1958 Edition, were used for the comparison, with the rate of University of Florida students projected to a 12-month basis.



In his report on the study, a joint project of the research laboratory and the University of Florida infirmary in the college of physical education and health, Solley states, "Unless careful preventive steps are taken, a rapidly expanding population may be plagued with safety problems. The accident rate among students and employees has been of increasing concern during the past few years of rapid growth. A cursory examination of the death toll from student accidents points to the need for a study of campus accidents."

Promoting Driver Education —

Facts to File (and use)

Traffic accidents . . .

- take a life every 13 minutes
- cause serious injury every 23 seconds
- result in property damage every 3.5 seconds
- cost an average of \$100 per family each year

One out of five licensed drivers will be involved in a fatal injury or property damage accident during the current year (based on national averages).



In 60 years of vehicle use, 1,300,000 people were killed in traffic accidents; in 185 years of United States existence and 8 major conflicts, total military deaths from all causes were 1,128,000.



At present death rate (5.4), one out of two children born today will be killed or injured in a traffic accident during their lifetime.

- ▶ Annual economic costs would provide
 - 295,000 families with new \$20,000 home
 - the 3,068 counties in continental U. S. with a new \$2 million hospital each



Where our money goes . . .

- \$6 billion spent on cigarettes
- \$330 million spent on chewing gum
- \$200 million contributed to national health agencies
- \$1 million spent by U. S. Public Health Service on accident research, including traffic (in 1959).

But we contribute . . .

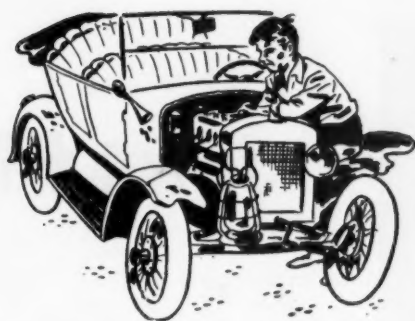
- \$40,000 for each polio death
- \$360 for each cancer death
- \$87 for each heart disease death
- about \$2.50 in research each year for each traffic death

- ▶ In 1955 (year before Salk Vaccine):
 - 1,043 deaths—polio
 - 40,000 deaths—traffic

- ▶ In 1958:
 - 255 deaths—polio
 - 37,000 deaths—traffic



These figures were compiled by the Insurance Institute for Highway Safety from reports received in the 1959-60 National High School Driver Education Award Program.



About young drivers . . .

(under 25 years old)

1. 15.4 million licensed
 2. 18.4% of the total drivers
 3. Involved in 28.4% of all fatal accidents
28% of all motor vehicle accidents
 4. 9,000 fatalities—24% of all fatalities
 5. 380,000 injuries—27% of all injuries
 6. Death or injury occurs at a rate of 1,065
per day—every 80 seconds
 7. 39% (6 million) are under 20
 8. 2 of every 5 drivers under 25 years are
teenage drivers under 20 years
 9. 2 of every 5 teenage drivers (6,400 per
day) were involved in an accident in 1959
- 2½ million young people reach eligible driving age each year
- Over 2 million students eligible for driver instruction (1959-60)

High school driver education

- 73% of schools (12,600) offer some type of course
 - only 56% provide complete course (classroom & practice driving)
- 57% of eligible students (1,212,992) enrolled in course
 - only 34% in a complete course
- Four states (Michigan, Rhode Island, Maine, Connecticut) have legislation which:
 - provides financial aid to schools offering driver education
 - requires completion of approved course as a prerequisite to obtaining a license under 18 years of age (17 in Maine)
- In the 17 states with legislation providing assistance to schools:
 - 83% of potential schools offered a course
 - 73% of eligible students enrolled
- In the 33 states with no legislation:
 - 68% of potential schools offered a course
 - 45% of eligible students enrolled
- Reduced insurance premiums are available on family vehicles where drivers under 25 have completed qualified driver education course.

Driver education costs . . .

—in minimum approved course—\$35 to 40 per student

	Adults	Summer Students	Regular Course
Mean Cost	28.93	31.24	43.25
Practice Driving	76%	75%	71%

General Information

	1940	1959	1975*
Licensed Drivers (millions)	48	84.5	111
Registered Vehicles (millions)	32	71.5	110
Miles of Travel (billions)	302	700	1,171
Deaths	34,500	37,800	51,000
Death Rate	11.4	5.4	4.4
Accident Costs (billions \$)	1.6	6.2	9.5

*Projected estimate by Bureau of Public Roads



Setting up their safety inspection, student council members talk with faculty advisor about serious problems in school.

Joint PTA

by Maurice E. St. Mary



Inspectors find nearby fence broken and leaning into playground. They note hazard, recommend repairing.

PARENTS have consistently shown an interest in school safety individually and through the PTA's in Union Free School District 30, Valley Stream, N. Y. They and the schools have waged campaigns against traffic violators and the PTA's have staged bicycle safety programs.

Two years ago, one PTA safety committee wanted to participate in a broader program, so a district-wide safety committee was formed to include a representative from each school PTA, the three principals and the three physical education teachers.

Meeting monthly, the committee first issued a bulletin to all parents on the hazards of parking and stopping in restricted areas around the schools. The committee also got the police to help patrol school areas on inclement days. These moves eased the traffic situation.

Next, the committee analyzed accident reports in the district's schools. The records bore



Wearing their inspectors' lapels, students do a safety check in school, jotting down all conditions that could be dangerous

Organizes Junior Inspectors

This group discovered and utilized

safety's most vital force — the children themselves.

out the findings of other schools—that the majority of accidents occur on the playground or in the gymnasium. These findings pointed up the importance of continuing to stress the proper ways to perform certain actions, such as catching a ball, falling without getting hurt, etc.

Following this the committee canvassed schools in the county to find out whether they had similar safety problems and what they do to resolve them. Out of the 12 districts contacted 11 replied. All expressed concern and wanted to be informed about new and successful approaches.

As the year progressed, it became apparent that the most vital force for safety had not even been tapped. This force was the children themselves. Little by little, the idea of a student safety council in each building evolved.

The following plan was put into operation. Each fourth, fifth and sixth grade appoints a delegate and an alternate to the safety council who are known as *Inspectors*. A faculty advisor is appointed for each council. Classroom teachers appoint only those youngsters they feel are responsible, interested and not members of the school safety patrol. The council meets monthly to discuss their school's safety program and to plan their work. In addition, council members inspect all school areas (playgrounds, corridors, lavatories and parking areas); report any dangerous conditions to the faculty advisor, who in turn reports to the building principal; and talk to the primary grades about safety. When on

official business each pupil wears a lapel button signifying he is a safety inspector.

The district-wide safety committee provides the students with check-lists for the various areas to be inspected.

The children's enthusiasm and seriousness far exceeded expectations. Originally, the committee stated that only the delegate should attend council meetings. The alternates didn't like this and told us so. We gladly agreed with their wishes and now each class has two representatives.

These councils have been in operation since January, 1959, and the youngsters have taken their tasks seriously. Among the hazards they have found were: iron stakes used to rope off a seeded area of the playground were no longer needed and were a danger to the pupils; broken glass bottles on the asphalt area; a broken portion of fence was sticking into a play area; a tree on the playground with sharp thorns; a hole in the asphalt area; ice on the asphalt area.

One reported item pleased us—several homes around the schools had ice on the sidewalks and the youngsters wanted to know what they could do about it. After a discussion, the councils decided to send out periodic safety bulletins to parents.

Every year we devote one assembly to recognizing and awarding our safety patrols. This year we included the safety council members.

We feel that much is being accomplished by the safety councils. The inspectors certainly are more aware of safety and they in turn have made other pupils and their parents more safety conscious.

Maurice St. Mary is principal of Forest Road School, Valley Stream, N. Y.

FEBRUARY, 1961

Action Around the World



A KODIAK, Alaska, mother of five writes, directs and stars in one of Alaska's most popular television programs, the "Safety Lady Show."

After Mrs. Hy Stanton opens the show with a safety theme adapted from NSC scripts, "Woff and Lula," two puppets, chat with community safety leaders and have a down to earth talk with their small fry audience to emphasize the safety message. Then, "Woff and Lula" loudly demand a cartoon.

The show ends with Mrs. Stanton or "Woff and Lula" reiterating the safety message.

* * *



*Tommy Tucker missed the ball
Into the street it rolled
Tommy stopped and looked both ways,
He's smart for eight years old.*

After their recitation, Linda Musick, Karen Gabe and Karen Lee Willingham, Topeka, Kan., sixth graders, gathered up their posters and returned to their seats.

These Lowman Hill Grammar School students had used their own initiative in composing a safety skit to present to their classmates. They had drawn posters, written verses patterned after familiar nursery rhymes and gathered information to answer any questions pertaining to school safety patrol signals and safe ways of getting out of cars and carrying umbrellas.

* * *

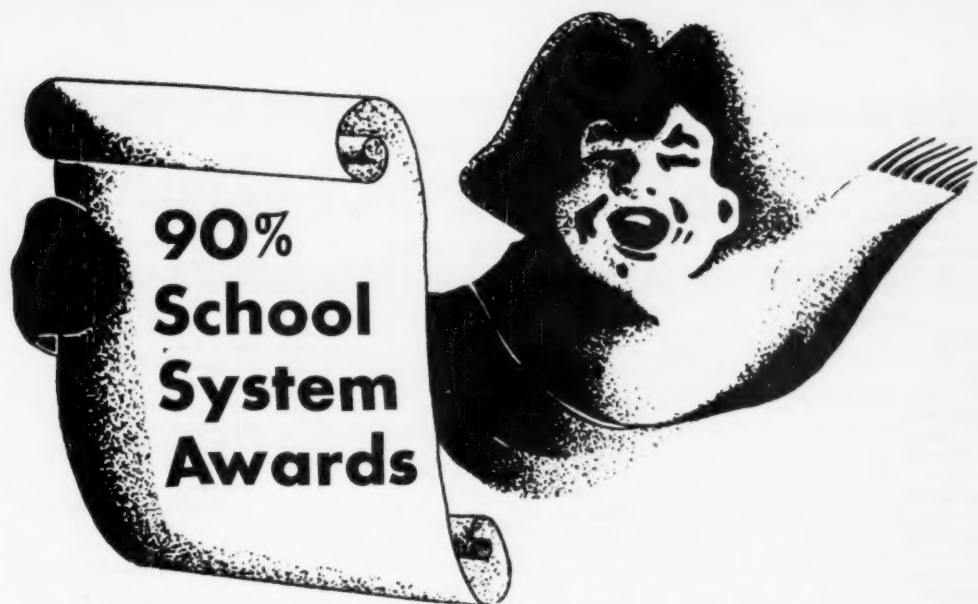


A MERICAN youngsters participating in the *Schulerlotsendienst*, the German safety patrol, not only are protecting American military school children, but also are playing a vital role in German-American relations by educating Germans about safety patrols.

With the cooperation of military and German police, Augsburg school has developed a safety program despite community conditions. German drivers have few speed restrictions, are not accustomed to stopping for school buses or children, do not use proper hand signals and pass on either the right or left side.

Interest in the program has grown while all of Germany watches the program and the improved safety record of the American children.

SAFETY EDUCATION



SEVENTY-THREE school systems in 25 states and the Canal Zone have earned the National Safety Council's School System Safety Award for outstanding programs in safety education. The Honor Roll Judges Committee cited the school systems listed below for having 90 per cent or more of their schools listed on the National School Safety Honor Roll.

Receiving citations for the fourth consecutive year were 28 systems, indicated below by a number 4 preceding their names. Eighteen systems have been granted the award for the first time.

A. L. Cunningham, supervisor of vocational

education, Gary, Ind., public schools, who is chairman of the judges committee said, "We congratulate the entire faculties and student bodies of schools participating in the National School Safety Honor Roll. You can be proud of this honor and we hope it will continue to serve as a reminder of past accomplishments and the need for continuous safety effort in instructing and guiding your students for a full and productive life."

Cunningham also pointed out that this important program offers schools an opportunity to "take stock" of the quantity and quality of their safety education programs.

Arizona

Phoenix

- 1 Creighton School District #14

Arkansas

Little Rock

- 2 Little Rock Public Schools

California

Alameda

- 4 Alameda Unified School District

Antioch

- 1 Antioch Unified School District

Oakland

- 4 Oakland Unified School District

Richmond

- 4 Richmond Public Schools

San Lorenzo

- 4 San Lorenzo School District

Stockton

- 4 Stockton Unified School District

Canal Zone

Balboa Heights

- 4 Canal Zone School System

Connecticut

Greenwich

- 4 Greenwich Public Schools

New Britain

- 4 New Britain Public School System

New Haven

- 1 New Haven School System

Stamford

- 1 Stamford Public Schools

Trumbull

- 1 Trumbull School System

Illinois

Creve Coeur

- 1 School District 76

Elmhurst

- 2 Elmhurst Public School District 46

Evanston

- 4 District 65 School System

Highland Park

- 3 Highland Park District 108 School System

Kewanee

- 1 Kewanee School System

La Grange Park

- 1 Cook County Elementary School District 102

Peoria
3 Peoria Public Schools

Quincy
4 Public School System
3 Parochial School System

Rock Island
1 Rock Island Public Schools

Wheaton
1 Wheaton Elementary District 36

Indiana

Elkhart
4 School City of Elkhart

Gary
4 Gary Public Schools

Mishawaka
2 Mishawaka Public Schools

Iowa

Davenport
2 Davenport Public Schools

Iowa City
2 Iowa City Community Schools

Keokuk
4 Keokuk Community School District

Storm Lake
3 Storm Lake Public Schools

Kentucky

Lexington
4 Lexington Public Schools

Louisville
4 Jefferson County Public Schools
4 Louisville Public Schools

Massachusetts

Pittsfield
4 Pittsfield Public Schools

Springfield
1 Springfield Public School System

Michigan

Flint
1 Flint Community Schools

Hamtramck
3 Public and Parochial Schools

Minnesota

Duluth
4 Duluth Public Schools

Hibbing
4 Hibbing Public Schools

Missouri

St. Joseph
4 St. Joseph School System

Springfield
2 District R-12 Public Schools

Nebraska

Lincoln
1 Lincoln Public Schools

New Jersey

Camden
4 Camden Public Schools

Haddon Heights
1 Haddon Heights School System

Rahway
3 Rahway Public Schools

Westfield
4 Westfield School System

New Mexico

Carlsbad
4 Carlsbad City Schools

New York

Corning
2 Corning City School District

Syracuse
3 Syracuse City School District

Ohio

Akron
1 Akron School System

Euclid
1 Euclid School System

Lakewood
1 Lakewood Board of Education

Middletown
1 Middletown Public School System

Struthers
2 Struthers City Schools

Youngstown
2 Youngstown Non-Public Schools

4 Youngstown Public School System

Oklahoma

Tulsa
2 Tulsa Public Schools

Pennsylvania

Bethlehem
1 Bethlehem School District

Johnstown
1 Greater Johnstown Public Schools

South Dakota

Sioux Falls
3 Sioux Falls Public Schools

Tennessee

Kingsport
1 Kingsport Elementary School System

Oak Ridge
2 Oak Ridge School System

Texas

El Paso
3 Ysleta Public Schools

Lubbock
2 Lubbock Public Schools

Wichita Falls
2 Wichita Falls School System

Virginia

Hampton
2 Hampton School System

Washington

Ephrata
1 Ephrata Public Schools

Wisconsin

Beloit
1 Beloit Public Schools

Fort Atkinson
1 Fort Atkinson School System

Green Bay
4 Green Bay Public Schools

Madison
4 Madison Public School System

Manitowoc
4 Manitowoc Public Schools

Oshkosh
4 Oshkosh Public Schools

TEAR OFF AND MAIL

Fithian S. Faries
National School Safety Honor Roll
National Safety Council
425 N. Michigan Avenue
Chicago 11, Illinois

Dear Mr. Faries:

Will you please send me information on the items checked below:

_____ How my school, or schools, may qualify for the National School Safety Honor Roll.

_____ How my school system may qualify for the School System Safety Award.

Send to: Name _____ Position _____

Address _____ City _____ State _____

Reviewing New Book

Current Administrative Problems: Athletics, Health Education, Physical Education, Recreation, American Association for Health, Physical Education and Recreation, National Education Association, Washington 6, D. C., 1960, 197 pg., #3. (Also available in the *Bulletin of the National Association of Secondary School Principals*, May, 1960, \$1.50, National Association of Secondary School Principals, NEA, Washington 6, D. C.)

This book, prepared by a joint committee of the American Association of Health, Physical Education and Recreation and the National Association of Secondary School Principals, consists of 41 chapters by various authors. It is divided into three parts: the role of health, physical education and recreation in the space age; administration and supervision of the program, and critical issues. The section on critical issues is further divided into health education, physical education, athletics, recreation, outdoor education and safety education.

The authors define health education to include safety and driver education in spite of the fact that

there is a separate section on safety education consisting of three chapters: "The Scope of Safety Education," "Emphasis and Sequence in Safety Education," and "Administration of Driver Education." If one accepts this definition, there is much in the book to aid the high school principal.

However, in the physical education and athletic section, accident prevention in these areas was not detailed as much as many other problems. In light of the fact that at least one-half of all school jurisdiction accidents happen in health or physical education activities, serious attention should be given by those interested in physical education and athletics to specific procedures for lowering the accident rate. There has been no noticeable decrease in this accident rate for almost 15 years. If the physical education program is to be one for fitness, attention should be given to performing these important activities safely.

Vivian Weedon

NSC Curriculum consultant

Center Offers Six Grants

SIX grants-in-aid, totaling \$2,500, for full-time graduate study in safety education are offered by the Center for Safety Education, New York University.

Research, teacher preparation, personnel administration, public and private transportation are among the areas covered by the grants, made available by the Insurance Institute for Highway Safety. The assistantships cover tuition costs for two semesters and recipients are also assigned paying jobs.

In addition, the Center will award several grants of \$2,500 for graduate work in the area of traffic safety. Provided by the Esso Safety Foundation, the assistantships will be available to residents of Esso states.

Closing date for grants for the academic year is March 1, 1961.

Appointments are made each April, but applications are accepted at any time. Write: Walter A. Cutter, director, Center for Safety Education, New York University, New York.

FEBRUARY, 1961

SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.



3 1/4" ARM BANDS
Celluloid front—
metal back. Web
strap and buckle
attachment.

No. 33 blue on white
JUNIOR SAFETY
PATROL.

No. 44 green on
white.

SAFETY COUNCIL
PATROL UNIVERS-
SAL SAFETY WITH
TITLE PATROL-
MAN OR CAPTAIN

per dozen...\$6.00

Lots of

25.....35c each

Lots of

50.....32c each

Lots of

100.....30c each

SAM BROWNE Belts furnished in the following grade—
adjustable in size. The "Bull Dog" Brand Best Grade for
Long Wear—White Webbing—2" wide at \$18.00 per dozen.
\$1.75 each in small lots.

SIGNAL FLAGS—12x18 inches

Red cotton bunting, white lettering, "SAFETY PATROL."
Per dozen.....\$8.00 Less than dozen.....\$1.25 each

Write for Our Safety Patrol Circular
OUR RECORD 61 YEARS

AMERICAN BADGE COMPANY

129 West Hubbard, corner La Salle, Chicago 10, Ill.

The Title Page

Books, pamphlets and films of interest to safety educators

By Lois Zearing
Director, NSC Library

Accident Prevention

A Selected Bibliography on Accident Prevention for Teachers and School Administrators. 15pp. Processed. Public Health Service, Accident Prevention Program, Washington 25, D. C.

Drivers and Driving

Safe Driving: An Abridged Course. Alfred J. Manning, 1960 ed. Cambridge Book Company, Inc., 45 Kraft Ave., Bronxville, N. Y.

Educational Aids

Free and Inexpensive Educational Aids. Dover Publications, Inc., 180 Varik St., New York 14, N. Y. \$1.35.

A list of more than 1,500 items in 59 categories. Each entry contains references to materials presentation, quality of contents and grades level—with a 53p. index.

Safety Curriculum Guide. Wisconsin Cooperative Educational Planning Program. 63pp. March 1960.

Issued by state superintendent, Madison 2, Wis. Curriculum Bulletin #27, this bulletin has been prepared to assist schools with the development of a sequential learning program, broad in scope.

Films

1959-1960 Safety and Driver Education. 32pp. Audio-Visual Aids Service, University of Illinois, Division of University Extension, Champaign, Ill.

A catalog of films compiled by the University for use in schools.

"City Driving." 16mm sound, black and white, 22 min. Price \$29.00.

"Driving Under Special Conditions." 16mm sound, black and white, 19 min. Price \$25.50.

"Highway Driving." 16mm sound, black and white, 17 min. Price \$24.00. Ford Motor Co., The American Road, Dearborn, Mich.

These films should be useful to the driver education teacher, for they were made after a study of teachers' comments from 300 schools. A National Education Association, Commission on Safety Education representative gave technical advice.

Our Obligation. 16mm, full color, 26 min. Produced by Los Angeles City Fire Department, Cinesound Co., 1037 N. La Brea Ave., Hollywood 38, Calif. Price \$185.00. Not available on loan or rental basis.

The story of fire in your children's schools. This film moves from the serenity of a typical grade school room, focusing on 10 year old Jerry and his sister, Nancy to the sudden eruption of fire spreading throughout school. It gives the problems of the teachers and school administrators in protecting the children

from the smoke and flame, against the tremendous odds of outmoded building construction and the absence of built-in fire safety devices. Moves into a dramatic climax of fire fighting, rescue and evacuation. The film also offers cure as well as cause.

Fire Protection

Fire Inspection Guide for Schools. 1960. 30pp. State Department of Education and the State Fire Marshal of Virginia. State Fire Marshal, 809 Blanton Bldg., Richmond, Va.

The guide contains many suggestions for safeguarding the occupants of all school buildings against fire hazards.

Games for Children in Cars

Fun on Wheels. Dave Garroway. Exclusive AAA Edition. 1960. 125pp. McGraw-Hill Book Co. Available from American Automobile Club, 1712 G St., N. W., Washington 6, D. C. Price \$1.00.

This book contains 150 different suggestions of how to keep children entertained and safe in the car. There are games, riddles, puzzles and tricks that require a minimum of space or equipment. The games in the book have been carefully checked by the AAA for their safety factors.

Pupil Transportation

Minimum Standards for School Buses, 1959 Revised Edition. 1960. 55pp. National Commission on Safety Education, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. Price \$1.00.

The minimum standards stated in this bulletin were determined by the 1959 National Conference on School Transportation. Formulated by representatives of 40 state education departments, the standards were developed in the interest of safety and economy. They cover all the major types of school buses now in use.

Sports

Sports Injuries. Thomas B. Quigley, Editor. 1959. 516pp. The American Journal of Surgery, Inc., \$5.00.

A compilation of reprints on injuries in sports giving causes, prevention and care.

Traffic Safety

On Target: Youth and Traffic Safety. 1960. 14pp. Automotive Safety Foundation, 200 Ring Bldg., Washington, D. C.

A program for youth based on recommendations of the First and Second Youth Leader's Seminar on Highway Safety.

Safety Education for Exceptional Children

from page 8

come more mobile and enjoy greater safety for themselves and others if provided with compensatory aids, such as appliances. Corrective surgery may provide the necessary structural modifications for better movement, balance and leverage.

Figure 2.
Safety Education for Children with Chronic Health or Orthopedic Conditions

Factors in the External Environment (Modifiers)	Factors in the Internal Environment (to be Modified)			
	General Mobility	Visual Perception	Auditory Perception	Knowledge Attitudes Judgments Skills
External controls—restriction in or modifications of environment	H & O			H & O
Compensatory aids, devices, or other corrective measures	H & O			H & O
Safety education—training, application, review and practice	H & O			H & O

H & O—Health and Orthopedic

Other modifiers of mobility concern the question of whether restricted or regulated contact with the environment is indicated. For example, such restrictions may apply to children who have cardiac ailments. Thereupon, consideration is given to improving mobility through special training, practice and retraining. Unlike most other categories of handicapped children, much attention is directed to special instruction on how the orthopedically handicapped child may fall without injury to himself. He is also taught how to move in traffic and to cope safely with obstacles on sidewalks and streets. Such mobility often depends in large measure upon specific training in the safe use of prosthetic appliances.

To clarify, let's contrast safety education between children with intellectual impairments and ones with health and orthopedic difficulties in terms of the internal factors commonly termed "knowledge, attitudes, judgment and skills." In intellectually impaired children, modifications of these factors require special

adaptations in instruction because of the mental limitation affecting quantitative and qualitative aspects of learning.

However, the other group generally has no such requirement *unless the health or orthopedic problem is also complicated by mental retardation*. Assuming that the physical impairment is not otherwise complicated, such children have the same "intellectual equipment" as normal children for gaining knowledge, shaping attitudes, forming judgments and applying skills. In this respect, the teaching approach would be comparable to that with normal children.

The case would be different for intellectually retarded youngsters. The hazards in everyday living may be more alike for the intellectually retarded and normal ability children than for boys and girls whose physical limitations preclude their exposure to environments in which some of these hazards exist. In fact, some hazards experienced by children with physical limitations are unique and require specific instruction not applicable to other groups.

Unique Sensory Problems

For the perceptually handicapped (those with visual or auditory limitations), the safety education problems may be viewed in juxtaposition in Figure 3. Among the visually impaired where the hazards can be directly related to the impairment, opportunities for solution or amelioration exist in modifying internal factors. Here the need is to provide better mobility and the knowledge, attitudes, judgments and skills utilizing all the external factors enumerated for children with health and orthopedic problems. Assuming visual efficiency with correction, children must learn to use the auditory cues available to them.

Contacts with their environment are restricted by the impairment itself. For example, blind persons are refused permits to drive. Therefore, "safety behind the wheel" is not a problem with the blind. On the other hand, blind pedestrians face a definite problem which, however, can be alleviated by using such aids as sound signals, canes and guide dogs.

turn page

When one considers the unique aspects of safety education for the visually handicapped, he is again confronted with the configuration which has guided the process of his conceptualization of safety education problems and needs for other groups. Here one reflects on the impact of the visual impairment as it relates to the special program of safety instruction by which orientation and mobility skills are acquired. Again we note that the impairment creates conditions typical of the special environment of the visually limited.

Above and beyond this special environment are those characteristics of the impairment which operate to change the process by which essential internal factors can be modified. We have already noted such characteristics among children impaired in intelligence and among those with health and orthopedic problems. Special safety instruction for the visually limited must utilize methods which are appropriate to increasing knowledge, formulating good attitudes, making sound judgments and consistently applying skills of safe behavior.

Figure 3.
Safety Education for Children with Sensory
Impairments

Factors in the External Environment (Modifiers)	Factors in the Internal Environment (to be Modified)			
	General Mobility	Visual Perception	Auditory Perception	Knowledge Attitudes Judgments Skills
External controls—restriction in or modifications of environment	PS B	PS HH D	PS	PS
Compensatory aids, devices, or other corrective measures	HH B	PS	HH B	
Safety education—training, application, review and practice	PS HH D B			PS HH B D

PS—Partially Seeing
B—Blind
HH—Hard of Hearing
D—Deaf

The general mobility of visually limited children is likely to be more circumscribed by the external environment than that of the aurally limited. It follows that visual as well as auditory cues must operate to the maximum advantage of the partially seeing or blind child in his restricted or controlled contact with the environment. A case in point is mobility training

which utilizes sensory equipment to liberalize the external controls that apply.

Though general mobility is not a primary problem for the deaf as for the blind, there are unique features in the environment of the deaf which make safety education even more complicated. Conventional fire alarms, bells and public address systems used to warn pupils are appropriate for those who hear, but are obviously lacking in visual cues. It is the task of special education for safety to circumvent such barriers so that the aurally limited child will be able to acquire knowledges and attitudes and to make critical judgments and apply skills for safe living.

Planning the Program

The method employed for the development of a conceptual structure for safety education confirms and supports the contention that handicapped children as groups face unique hazards which can be reduced only by deliberate programs of special education. It is apparent that more is needed than a theoretical framework and a modus operandi if special instruction in safety for the handicapped is to have substance. Up to this point we have seen how it is possible to apply an ecological system as an approach to some basic problems concerning a safety education program for handicapped children. However, in conjunction with this system the following assumptions are made:

1. Each school system has a statement of policies and procedures dealing with safety which includes special considerations essential with the handicapped.
2. The school provides a safe environment in which handicapped children will have opportunity to learn to cope with the sterner realities of other environmental conditions.
3. Safety is taught as an integral part of the total school program.
4. The curriculum is planned to include the scope and sequence of instruction covering many important areas of safety.
5. Safety practices appropriate for the non-handicapped, generally speaking, are equally applicable for the handicapped.
6. Adequate accident reports are kept of the different categories of handicapped persons, and the data from these records are used in evaluating and improving a program of safety instruction.●

February 1961

lower elementary

safety lesson

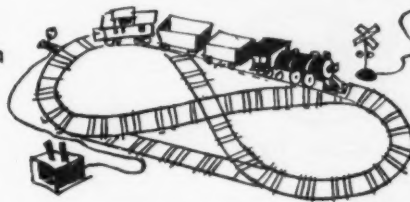
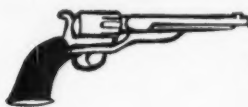
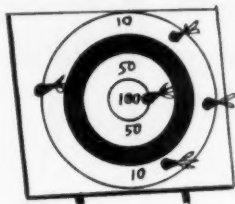


S-1943-A

You and Your Toys



Here are some toys. They are fun to use.
But they may be dangerous.
They could hurt you or your friends.
Tell why each toy below may be dangerous.



Safety Suggestions:

1. Use darts or arrows that have suction cup ends.
2. Use guns that have *paper*, not *powder* caps.
3. Have Dad show you how to use electric toys safely.

Where Shall We Play?

Do you have a playroom?
Do you have a basement room?
Do you have plenty of space?
Can you put your target away from windows?
Can you play away from young children?
Then they won't get hurt.
Do you have a good place to store your toys?
Where do you play?



A dangerous toy is no fun for anyone.



Published by the National Safety Council. Price \$.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-1. Write the Council, 425 N. Michigan Ave., Chicago.

Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

Using Toys Safely

Even safe toys may cause accidents.
That is when we use them carelessly.
Let's talk about how to use toys safely.

Look out for others
when you play with
toy guns
arrows
darts

Add the right word to make a rule
for guns, arrows, darts:

Never _____ guns,
arrows or dart guns at other
persons.

Electric toys may
burn you
shock you
cause fires

Write the name below of someone
who can show you how to use
electric toys safely:

Balls may hit persons who are not
looking.

Where shall we play with balls?

They may break windows or lamps.

Name a safe place to play with balls.

When we use pounding toys,
we may hit our fingers.
we may hurt someone else.

Write a rule here:

What is a safe rule?

You have finished playing.
Where do you put your toys?
Draw a picture here.

I keep my toys here:

Show a good place to put your toys:

February 1961



S-1943-A

upper elementary **safety lesson**

Safe Kinds of Toys

Below are some pictures of toys. All of them are fun to use. But each of them may be dangerous. Look at each picture below and discuss how the toy may be dangerous.



Write suggestions for the safe use of the toys shown above. (Compare your suggestions with the answers on the next page.)

1. Darts and Arrows.

2. Toy Guns.

3. Electric Toys.

Remember: *There is no joy in a dangerous toy.*

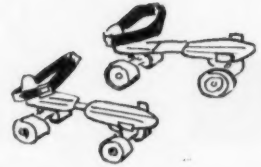


Published by the National Safety Council. Price \$.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-2. Write the Council, 425 N. Michigan Ave., Chicago.

Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

Care and Use of Toys

Toys are like machines.
They need care and repair.
They may begin to wear in places.
A strap may wear through.
A wheel may loosen.
A bolt may fall out.
They may develop sharp corners or rough edges.
Any of these things may cause the user to get hurt.



How about a toy *inspection*?
Here is a check-list to follow:



1. Look for worn or broken parts.
2. Look for frayed or broken (electric) cords.
3. Oil wheels and bearings.
4. Look for parts that may be ready to come off.
5. Look for sharp edges or corners.
6. Have a "Fix-it" project.
7. Ask Dad to help you.

Toys and Other People

Often several children play together.
They must think of others as well as themselves.
This is especially true when the game involves

Throwing

Hammering

Shooting

Batting



What special rules can you suggest for each of these games?

Answers to *Suggestions for Safe Use of Toys*

1. Darts & arrows: Set up a target in basement or playroom.
Darts or arrows with suction cups are safer.
Stand back of person shooting at all times.
2. Toy guns: Guns that shoot explosives are *never* safe.
Never point anything that shoots projectiles at anyone else.
3. Electric toys: Should have solid, unworn cords and connections.
Never stand on a wet surface when connecting, disconnecting or playing with electric toys.
Always be sure to disconnect electric toys when you finish playing with them.

February 1961

junior high school

safety lesson

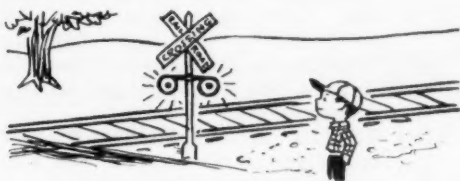


S-1944-A

Think Carefully—Write Carefully

While most of you are not old enough to drive a car as yet, there are many phases of railroad safety with which you should be thoroughly familiar. The phase shown in the visual aid supplement above is just one of them. In the following exercise there are many good safety rules written in groups of sentences. Rewrite the several sentences in each group—not leaving out any main ideas—making *one* sentence not using more than the number of words indicated at the end of the blanks.

In order to provide some interesting competition, assign number one to aisle one, number two to aisle two, and so on. After each student has completed his assignment, have all the students in aisle one go to the board and write their sentences. Have the class vote on the best sentence. Discuss why the sentence was chosen as best. Repeat the process for the remaining aisles and groups of sentences.



1. John saw the railroad crossing gate come down. He realized that a train must be coming through the crossing. He waited for the train to pass. (26)

(21)

2. Railroad switches and signal lights are for the safety of trains and the people traveling on them. If you tamper with the switches and signal lights, you might easily cause a serious railroad accident. (34)

(13)

3. Crawling under railroad cars is a dangerous practice. Crawling between cars or over them is also dangerous. What if the train should suddenly start up? (25)

(14)

4. The land on which tracks are laid belongs to the railroad company. The trestles supporting railroad tracks over a canyon or river also belong to the railroad company. The foregoing places are not the places for fishing, hunting, or swimming. (40)

(7)

5. Don't ever get inside a railroad boxcar. It can be extremely dangerous. If the train starts, you could be thrown to the ground by the sudden start. You might be crushed if the door slams closed. You might be thrown inside the car and the door might lock. (48)

(11)



Published by the National Safety Council. Price \$.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-3. Write the Council, 425 N. Michigan Ave., Chicago.

Prepared by Vincent McGuire, professor, Secondary Education, University of Florida, Gainesville, Florida.

6. When waiting for a passenger train, be careful of where you stand. If you stand too close to the edge of the railroad platform, you may stumble and fall in the path of the approaching train. Always stand well behind the safety line. Wait until the train comes to a complete stop before you attempt to get on the train. (60)

(24)

Answers: (1) John saw the railroad crossing gate come down and, realizing that a train was coming, he waited for it to pass. (2) Tampering with railroad safety switches and signal lights might cause a serious accident. (3) Crawling under, over, or between railroad cars is dangerous because the train may start. (4) You should not trespass on railroad property. (5) Don't play in, on, or around railroad cars at any time. (6) When waiting for a train, stand well behind the platform safety line; don't board the train until it has come to a complete stop.

Are You Trespassing?

According to the dictionary, "trespassing" means "going on somebody's property without any right." Trespassing on railroad property is just as much a violation of property rights as walking into someone's home or yard without permission. Why do you suppose the railroad people forbid trespassing on their property? Is it because they just don't like people, or because of real good reasons? A lawyer once said that all law makes common sense. This is true of the regulation concerning trespassing on railroad property.

The following acts are considered trespassing on railroad property. For each act, write the number of reasons asked for which justify, for safety reasons, calling the act "trespassing."

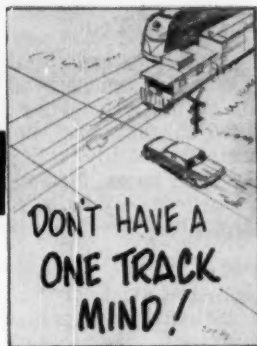
This Is TRESPASSING

1. Taking short cuts across the tracks other than at public crossings.
(A) _____
(B) _____
2. Walking on tracks or on the railroad right of way.
(A) _____
(B) _____

3. Hopping rides on trains.
(A) _____
(B) _____
4. Crossing railroad trestles or bridges.
(A) _____
(B) _____
(C) _____
5. Climbing in or on box cars.
(A) _____
(B) _____
(C) _____

Answers:

1. (A) Railroad engineers do not expect to see people popping up in front of their train at odd places.
(B) There probably will not be time and distance to stop the train.
2. (A) Modern trains travel swiftly (up to 100 m.p.h.) and quietly—and are on you before you know it.
(B) Walking on rails can be dangerous. If you fall on the hard ties or rails you can easily break an arm or leg.
3. (A) While trying to swing aboard, you may miss the step or handhold and be dragged under the cars.
(B) A sudden jolt may throw you to the ground or between cars.
4. (A) Many trestles are constructed with open spaces between railroad ties. You might twist or break an ankle or leg by stepping through the openings—or be held so that you can't escape an oncoming train.
(B) Trestles are usually built over dangerous land—if you fall you can be permanently injured.
(C) Trestles are built with just enough space for the trains—you can't "step aside" if a train comes.
5. (A) You can fall from the top of a stationary box car and at that height it can be fatal.
(B) You car may be jostled by another being coupled to it—and the jar can knock you off.
(C) Your car may be "cut loose" to couple with another. It will move silently and slowly and you won't realize it's moving until it jars into another car.



S-1944-A

senior high school

safety lesson

"Shift" Mentally Too

In the visual aid supplement above, the driver of the automobile shifted gears and started across the tracks after the first train had passed. If only he had shifted gears *mentally*, he would have waited to check the second track for trains before starting over. This kind of mistake—thoughtlessness—causes over 1,200 deaths annually at grade crossings.

Signals to Heed

The following signals are for your benefit—heed them. Know what they stand for and how they can help you.



Placed by public officials at the side of the highway about 300 feet from the railroad tracks. This advance sign means **BE ON YOUR GUARD! LOOK! LISTEN!**

All crossbuck signs at grade crossings warn of possible trains. Be certain no train is coming from either direction.



The day and night flasher signal gives ample warning for you to stop and wait for the train to pass. After the train has passed, don't cross until you have looked both ways.



The watchman often displays a stop sign or a lantern to warn you that a train is coming. Heed his warning. He is there to protect you.

When the crossing bell is ringing—**STOP** clear of all tracks.

The wig-wag signal is set into operation automatically by an approaching train. It tells you to stop. Be sure the disc has stopped moving before you proceed across the tracks.



When the gate is lowered in front of you—**STOP!** Don't start across the tracks until the gate is completely raised and you have looked both ways.



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Prepared by Vincent McGuire, professor, Secondary Education, University of Florida, Gainesville, Florida.



When you hear the engine whistle or the bell ring, it's the engineer telling you that he is coming to your crossing. When you hear them or see the locomotive light,

STOP clear of the tracks.

All the foregoing devices are attempts by the railroads to reduce the number of grade crossing accidents. Unfortunately, however, *homo sapiens* is a creature that despite warnings of all kinds will continue to have lapses of thinking. In addition to the various mechanical devices for promoting safety, man must improve his own behavior pattern.

Reasons for Accidents

Too Familiar

The crossing is near the driver's home. He becomes so familiar with the crossing that he becomes careless and uses no precaution whatever.

Misjudged Speed

This is the driver who sees the train coming but thinks he can beat it to the crossing. He goofs. Rather than brake down he steps on the gas and finds to his horror that he's had it.

Speed at Night

This is the driver who "outdrives his headlights." He sees the train ahead but is going so fast he can't stop in time.



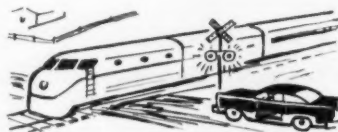
Starts Up Too Soon

The impatient motorist waits for one train to clear the crossing, and then without looking both ways starts up fast and is struck or strikes train approaching from opposite direction on a second or third track.

Make Rules a Part of You

The best kind of rules are simple rules. But simple or complex, no rules are valuable in and of themselves. They become valuable only when they are thoroughly understood and thoroughly followed. In order to understand rules, it is necessary to understand words—words you may think you know, but are you *sure* you know them?

Read the following grade crossing rules carefully and without using a dictionary, follow the directions.



1. Be alert and ready to stop.
(Define "ready" _____)
2. Look! Listen! If you can't see, lower your window.
(List two good adverbs telling how you should look _____ and listen _____)
3. Stop for all signals indicating the approach of a train.
(Define "signal" _____)
4. Be alert for other trains after one has passed.
(List two synonyms for "alert" _____ and _____.)
5. Support your public officials in their efforts to obtain obedience to crossing signals and to promote safer crossings.
(Define "support" _____)

Answers: 1—prepared for action or use at once; 2—searchingly, carefully; 3—a sign giving notice of something; 4—watchful and wide-awake; 5—help, give strength or courage to, to bear out.

Consider This

Remember that a train can't swerve to miss you. A train can't stop as quickly as a car. A train has a time schedule to meet. A train is traveling on property owned by the railroad company. The railroad company has done everything in its power to promote safety at the crossing. Now—it's up to you, whether or not you "make the grade."

Coming Features Next Month

- ▶ High school students vie on television. The battle of the brains is waged over knowledge of safe driving practices and rules of the road.
- ▶ Practical hints on how not to get shocked (electrically, that is.)
- ▶ The science lab in a junior high school can have lots of booby traps. This article tells what to watch out for and suggests precautions for most chemical experiments in class.
- ▶ If you're preparing safety education materials, you might get some tips from the author of the National Safety Council's elementary safety lessons.
- ▶ An interesting survey proved that what we think are the most frequent accidents not always are. This survey makes a good case for the need of accident reporting in schools.
- ▶ Denver had a problem—how they worked it out illustrates the success that only comes from cooperation between schools, city officials and parents.
- ▶ Safety education data sheet will give you the facts for teaching safe ways to fly kites and model airplanes.

recommended for your driver education program



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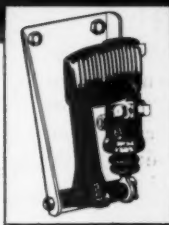
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Vital for Our Goal

LOVABLE Charlie Brown in the *Peanuts* comic strip once said, "I don't feel very good today—and nobody better get in my way." This little character was showing a real awareness of his feelings and how they might affect him and others.

Such insight is a necessary ingredient for his safety. One fundamental of accident prevention is emotional and social well being. This particular topic is especially timely this month. The nation observes Brotherhood Week February 19 through 26. Sponsored by the National Conference of Christians and Jews, Brotherhood Week is dedicated to the basic ideals of respect, understanding and fair play for individuals and peoples. Likewise, this is one of our aims through safety education.

Safety, as we think of it, is not a set of do's and don't's. Requisite for safe living is developing a regard for the welfare of oneself and of others. This "welfare" involves more than the right to live. As the Rev. Francis Filas from Loyola University told us at a National Safety Congress, "Respect for life is respect for living things and for the feelings of living things. Love of life is the love of one's neighbor."

Our neighbor is no longer the man next door, according to Rabbi Jacob Weinstein of Chicago. He told another safety congress, "The more crowded our highways, the more specialized our assembly lines, the taller our buildings, the more dependent are we on one another."

Rabbi Weinstein also discussed the motion picture, *The Defiant Ones*. "The two prisoners, a white man and a black man, who hated each other, were handcuffed together. They learned that if they were to be free, they'd have to learn to get along together, pool their strength, accept

one's burdens. What they learned remained with them and became through the grace of understanding, a genuine brotherly love."

What has this to do with safety education and accident prevention? Brotherly love, "love thy neighbor," is not only the goal but a requirement for safe living. A prejudiced child is an insecure child and an unsafe child. A prejudiced person may be an unsafe worker, an unsafe driver and a poor citizen.

A student with prejudices has never learned to accept and respect peoples' differences. Somewhere in his development, he's learned to feel that differences are "bad" or "unworthy." Such a student will come to fear people who are unlike himself, who worship a different god or who have a different color skin. His fears can bring him harm or cause him to hurt others. He'll wish to hide his fears by showing off, climbing a tree too high or driving too fast. Or he will resent the reason for his fears, become angry and "unintentionally" injure someone on the playground or the football field.

The child who is different and not accepted by the group may also become fearful or hostile. His worries and resentment can so preoccupy him that he will become less alert in crossing streets, driving or working. Pent-up emotions can explode into fits of anger. Brotherly love will be difficult for him to understand and safe living even harder to master.

Schools have accepted the responsibility to prepare children and students to grow into productive and safe citizens. With this as our goal, we naturally turn to the values of Brotherhood Week, cherishing the feelings of oneself and others●

nhm

SAFETY EDUCATION



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